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Exploring Donor Investments in Green TVET

AHMED IQBAL · HELEN DEMPSTER

Abstract

This policy paper examines the scale and composition of donor investment in technical and vocational education and training (TVET), with a particular focus on green skills, using OECD Creditor Reporting System data from 2013–2022. By applying a broader methodology that captures TVET across 14 training-related purpose codes and identifying projects through keyword searches, the analysis provides a more comprehensive estimate of official development assistance to the sector. It finds that donors disbursed approximately US$7.5 billion to TVET over the decade, with funding highly concentrated among a small group of donors—led by Germany, the United States, Canada, Australia, and the World Bank—and directed primarily toward large emerging economies and selected low-income countries. Despite this, TVET accounts for less than two percent of total aid. Green TVET represents a small but growing share of this portfolio, rising from a very low base to around 2–2.5 percent in recent years, with most projects focused on renewable energy—especially solar photovoltaics. The paper highlights significant measurement challenges arising from the absence of a harmonised definition of TVET and fragmented reporting practices, which obscure the true scale of investment and limit impact assessment. It argues that agreeing a common definition and improving donor reporting systems would strengthen comparability, support evidence generation, and help unlock greater and more effective investment in skills for the green transition.

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Introduction

Technical and vocational education and training (TVET) is often touted as key in low- and middle-income countries experiencing high unemployment, low job creation, and large skill gaps (World Bank, ILO, and UNESCO, 2023). Yet there has been little domestic and international investment in it (Yavuz et al., 2025). As part of a broader work programme on the links between skills development and labor mobility, we set out to analyse how much official development assistance (ODA) is spent on TVET—and green TVET in particular[1]—using OECD's Creditor Reporting System (CRS).[2]

In brief, we find that between 2013 and 2022, the top five donors (Germany, the United States, Canada, Australia, and the World Bank) disbursed US$5.7 billion to support TVET activities. Yet as a share of overall aid, TVET remains small, under two percent for all donors. This may stem from the fact that donors have little evidence of the impact of TVET projects, something that would be supported by agreeing a common definition of TVET and improving donor reporting systems.

ODA spend on TVET and green TVET

We analyzed the spending patterns of all Development Assistance Committee (DAC) donors and the World Bank from 2013–2022 in the OECD CRS database, with 2022 being the latest year for which data is available. It has been well documented in the literature (World Bank, ILO, and UNESCO, 2023; King and Palmer, 2012; Palmer, 2015) that there are methodological difficulties in relying on DAC data to understand TVET disbursements. In particular, there is no harmonised definition of TVET; spend on TVET is scattered among many CRS purpose codes; and the CRS does not capture non-DAC spend. Most research reports that use CRS data to analyse TVET disbursements only look at purpose code "11330: vocational training", which covers both formal and informal pre-tertiary TVET. Yet as King and Palmer (2012) note, this is likely to result in an undercounting. The contribution of this note is to look across purpose codes to gather a more holistic picture of ODA spend on TVET (see Annex 1 for our methodology).

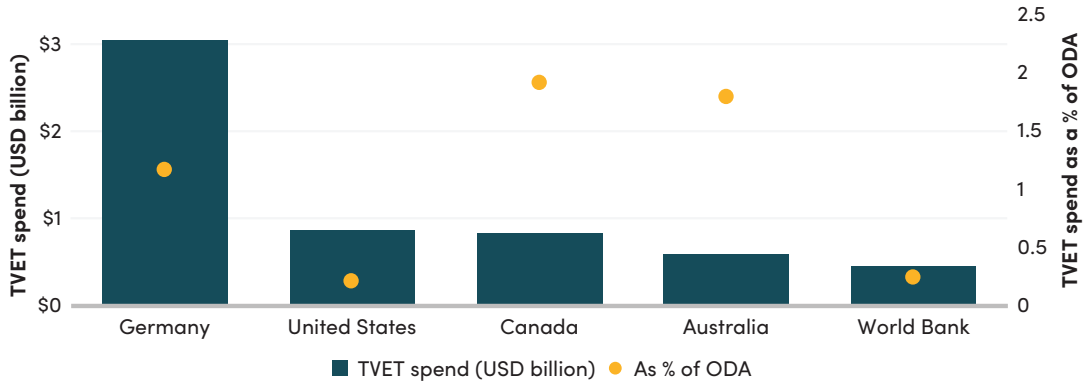
In total, between 2013 and 2022, DAC donors and the World Bank spent around US$7.5 billion on TVET programmes. A small number of donors account for most TVET disbursements (Figure 1): Germany disbursed just over $3 billion across the decade; the United States and Canada around $860 million

1 As with the definition of TVET in general, there is no one definition of "green TVET". The International Labour Organization (ILO) defines "green jobs" as jobs that "reduce the consumption of energy and raw materials, limit greenhouse gas emissions, minimise waste and pollution, protect and restore ecosystems and enable enterprises and communities to adapt to climate change" (ILO, 2018). Therefore, in this paper, we use the term "green TVET" to refer to any vocational training which is supporting the development of skills needed for these green jobs. Investments which build specific skills such as solar photovoltaic (PV) installation are included, as are those which build more general skills in sustainable construction, electrical engineering, manufacturing, agriculture, and transport. See Annex 1 for more information.

2 See https://www.cgdev.org/blog/linking-migration-and-training-meet-green-transition-global-overview.

and $830 million respectively; Australia about $580 million; and the World Bank roughly $450 million. The importance attached to TVET within education budgets varies sharply: Canada devotes about 32 percent of its total education disbursements to TVET; Germany just over 31 percent; and Australia around 23 percent; whereas the United States allocates only about 6.5 percent; and the World Bank about 3 percent. Yet as a share of overall ODA, TVET remains small: approximately 1.9 percent for Canada, 1.8 percent for Australia, 1.2 percent for Germany, and around a quarter of one percent for both the United States and the World Bank.

FIGURE 1. TVET spend by the top five donors, 2013–2022



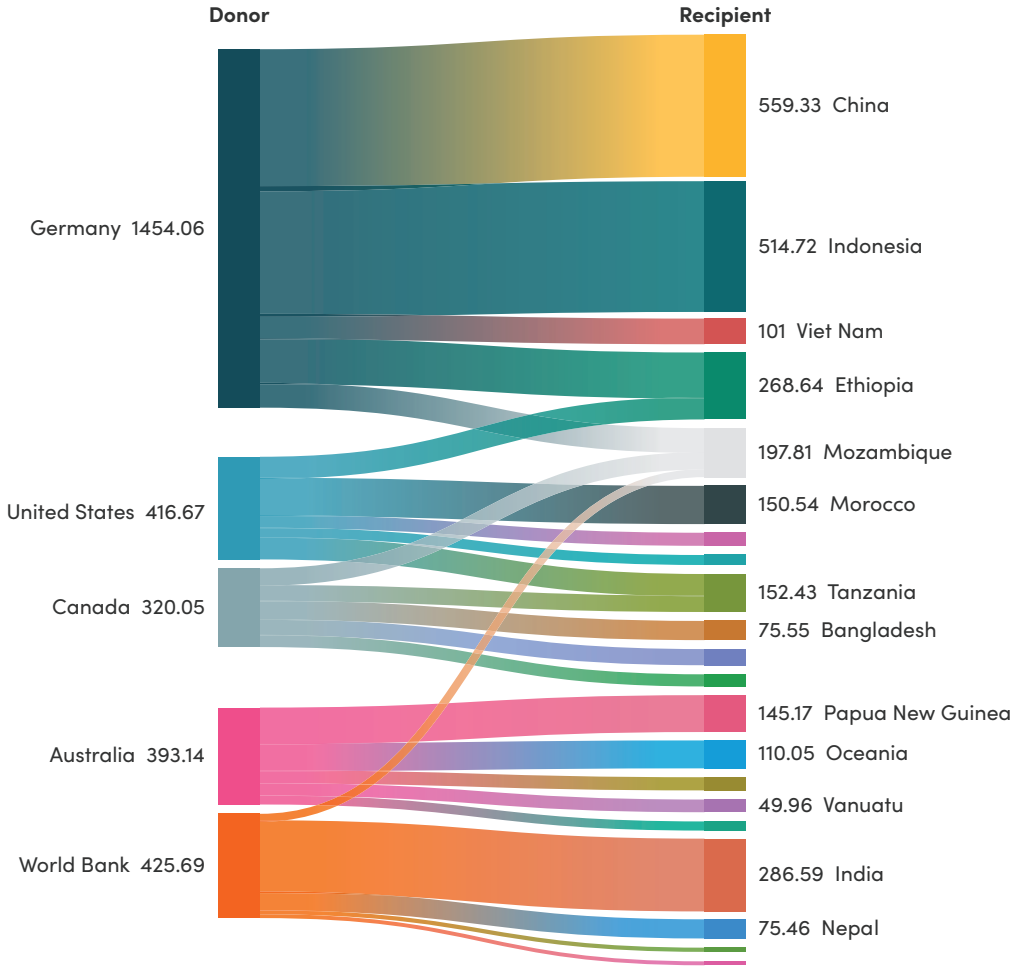
Source: OECD CRS database.

The presence of Germany in these statistics is perhaps unsurprising. Interviewees noted that Germany was proud of its dual-TVET apprenticeship system (whereby students split their time between classroom-based learning and on-the-job training) and that the model was in demand globally.[3] In 2023, the German Federal Ministry for Economic Cooperation and Development (BMZ) noted that they were delivering 500 TVET projects in 60 partner countries; over 100 were developing green skills, a number they were aiming to increase (BMZ, 2023). In addition, the German Federal Institute for Vocational Education and Training (BIBB) maintains cooperation agreements with at least 32 TVET institutes worldwide.

Figure 2 details where donors are channeling TVET support: Germany to large emerging Asian economies; the United States to North Africa; Canada splits between South Asia and sub-Saharan Africa; and Australia concentrates in the Pacific. Many countries are only supported by one donor, given broader foreign policy relationships. Aggregated across donors, the five largest TVET recipients are China, Indonesia, India, Ethiopia, and Mozambique.

3 See https://www.imove-germany.de/en/news/Promoting-dual-vocational-training-worldwide.htm.

FIGURE 2. TVET spend by the top five donors across recipient countries (USD million), 2013–2022

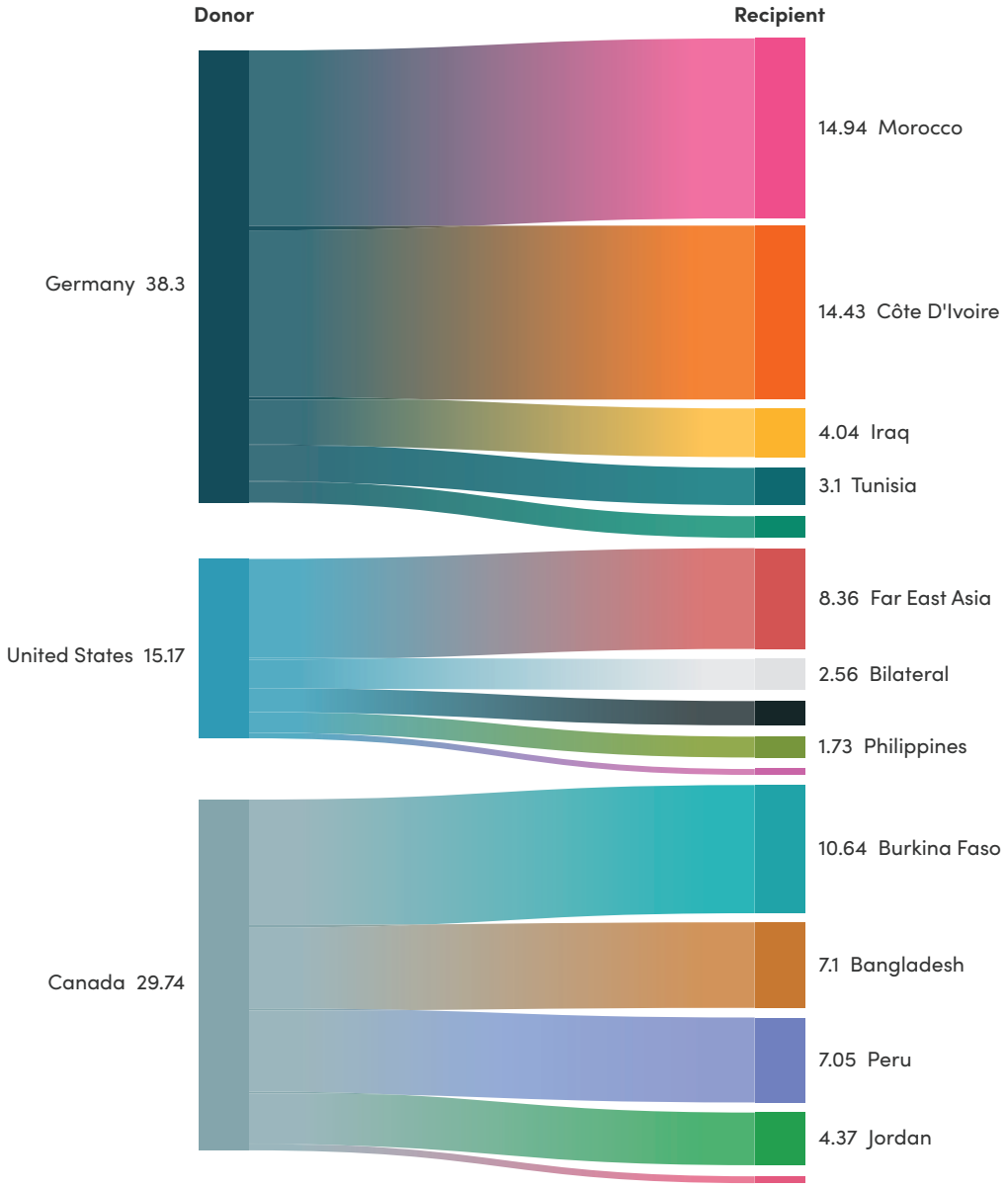


Source: OECD CRS database.

We were particularly interested in how much TVET spend is going to green TVET, given the increasing importance paid to increasing skills for the green transition (Systemiq, 2025). As a share of TVET ODA, spending on green skills is small but growing (Figure 4); in 2022, the G7 agreed to increase the share of employment and skills programs directed at green sectors (G7, 2022). Only three donor countries with green TVET projects could be identified, yet the number of countries ODA is spent in is more dispersed: led by Morocco, followed by Côte d'Ivoire, Burkina Faso, Bangladesh, and Peru (Figure 3). This distribution reflects where donors are running renewable-energy or efficiency programmes and, crucially, where project descriptions explicitly name the relevant technologies captured by our keyword approach (see Annex 1). We suggest that any projects linking training and migration for the green transition should build upon these existing relationships.[4]

4 For more information as to *how* donors supporting TVET institutions can link their investments with labour migration opportunities, please see Dempster and Ricou (2026).

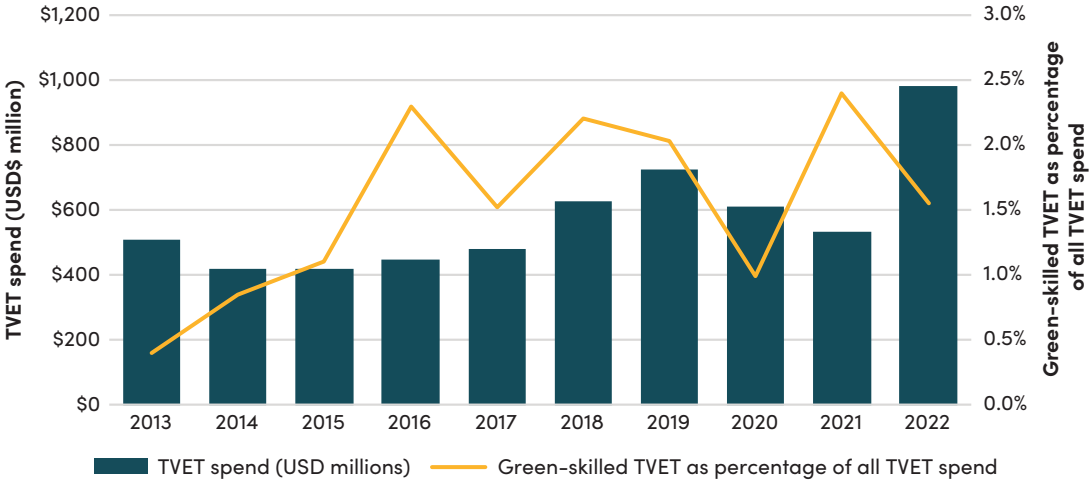
FIGURE 3. Green TVET spend by the top five donors across recipient countries (USD million), 2013–2022



Source: OECD CRS database.

In analyzing investments over time, it is interesting to see that these have increased across the decade, with spikes associated with the start or scale-up of large programmes (and some COVID-19 pandemic-era variation; Figure 4). The green share of TVET rose from a very low base to peaks of around 2 to 2.5 percent in later years, before easing modestly. This does not suggest displacement of core TVET; rather, green-skilled projects are being added at the margin and integrated into broader TVET efforts. The volatility of the green share across years indicates that, in most portfolios, green TVET is still driven by individual project cycles rather than embedded as a cross-cutting budget line.

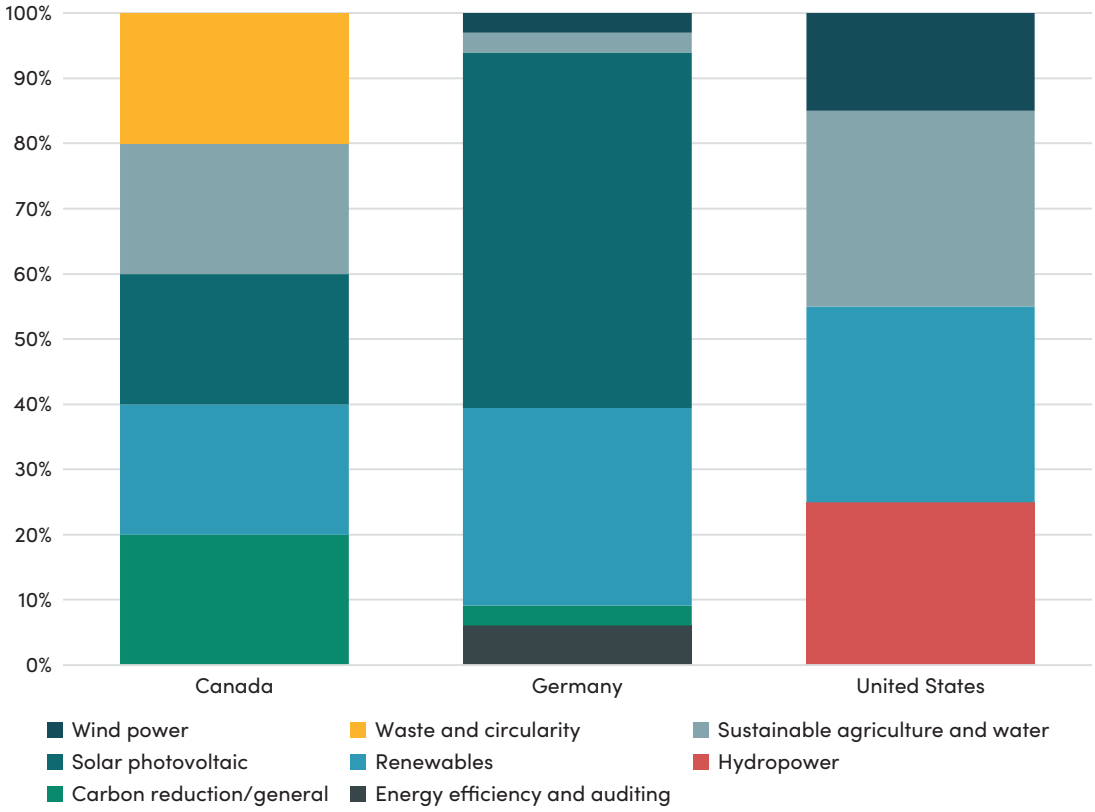
FIGURE 4. TVET and green TVET over time by the top five donors, 2013–2022



Source: OECD CRS database.

Portfolio composition by green skills category (Figure 5) clarifies the sectors and technologies that donors are actually funding. The most common keywords are references to general "renewables" and technology-specific "solar photovoltaic". "Hydropower" and "wind power" appear regularly but at lower counts, and "energy efficiency and auditing" is present but often embedded within larger construction or energy projects rather than labelled as a stand-alone skill focus. "Sustainable agriculture and water" features where irrigation, on-farm energy, or climate-smart practices are explicitly linked to training. "Waste and circularity" is visible but smaller than the other categories. There are many potential reasons for this. It may be easier to deliver training in some sectors rather than others due to existing training capacity, experts, and infrastructure.

FIGURE 5. Green TVET portfolio mix by donor, 2013–2022



Source: OECD CRS database.

In sum, the five leading donors have committed billions of dollars in the last decade to TVET, yet the green skills component remains a low share. Where TVET is a large part of education spend (around a third for the leading bilaterals), the green skills share remains small but visible; where TVET is a minor line in education budgets, the green skills share can be similar in percentage terms but, inevitably, smaller in absolute dollars. The recipient lists point to large emerging economies and lower-income partners for TVET, and to North Africa and selected Asian and Latin American countries for the green skills subset. Sectorally, donors emphasise renewables (especially "solar photovoltaic") while "hydropower", "wind power", and "agricultural and water skills", appear with lower frequency.

Challenges in understanding ODA spend

Importantly, as King and Palmer (2012) allude to, going beyond purpose code "11330" yielded surprising results. For our research, we included 14 training-related CRS purpose codes to capture both "core" TVET and sector-specific education. We applied keyword searches to thousands of project

titles and descriptions, scanning for terms like "apprenticeship," "technical education," or "solar photovoltaic". This allowed us to find TVET projects across donors, and flag the subset focused on green skills. Between 2013 and 2022, we identified 3,916 TVET projects (de-duplicated) supported by DAC donors and the World Bank that were *not classified under 11330*, representing $3.9 billion in disbursements.

But the exercise underscored how fragmented the data really is. Donors use inconsistent wording, some projects are overcounted, others undercounted, and the line between TVET and adjacent projects is often blurred. This largely stems from the fact that there is no formal definition of TVET, and therefore inconsistencies in how spending data is labelled. TVET programmes can take place in schools, workplaces, or communities; last a few weeks or years; be public, private, formal or informal (World Bank, ILO, UNESCO, 2023). As a result, the scope of TVET programming varies substantially across contexts. This variation is shaped by conceptual differences too, as different understandings of TVET's purpose (ranging from more growth-focused goals to broader ecological and social aims) result in diverse interpretations of what TVET should encompass (McGrath and Ramsarup, 2024).

This means that donor spending on TVET is reported across many different purpose codes, with no consolidated category. A project on solar installation may appear under "vocational training," "energy education," or "environmental training." Our analysis has demonstrated that using a narrower or broader definition of TVET can lead to a substantial difference in reporting and analysis (King and Palmer, 2012).

Why this matters

These challenges go some way toward explaining why TVET programmes struggle to prove impact, attract funding, and link effectively to international labor mobility. Without a harmonised definition, it is difficult to compare data across different datasets, and thereby design cost-benefit analyses and value-for-money assessments that accurately compare the impact of similar TVET projects across contexts (UNESCO and NCVER, 2020).

This lack of impact data constrains future investment; as Comyn (2023) notes, "several development partners stated there would be more investment in TVET and skills development if there was more robust data on social and economic impact." It also constrains the ability of TVET to identify what problem in countries of origin they are trying to solve, and to link to other data collection efforts such as labour market assessments (King, 2009).

If TVET is to live up to its potential, we recommend the DAC donors and the World Bank:

1. **Agree a common definition of TVET.**
   Establishing a common definition is inherently challenging, due to the fact that TVET-specific terminology has grown and is used inconsistently across countries and sometimes within the same system (McGrath, 2012). It is precisely because of this ambiguity that we recommend the international community should adopt a broad, skills-specific, definition of TVET that includes technical, vocational, occupational, and work-based learning across different settings. This definition should be flexible enough to reflect different national systems whilst still allowing donors to classify and compare TVET investments consistently, and is encompassed by UNESCO's (2022) and the ILO's TVET frameworks (discussed in Lange et al., 2020).

2. **Improve donor reporting systems.**
   Ideally, this would include a consolidated TVET aid code and sub-categories for cross-cutting priorities like green skills, to ensure that TVET activities are easily visible and comparable, and are accurately captured across donor portfolios. We echo King and Palmer (2012); they feel that TVET should be searchable in the CRS as an overall category, with the sub-categories outlined in Annex 1.

   Our keyword analysis also reveals the scale of underreporting of TVET projects that use more specialised TVET terms. While broad terms such as "vocational training" and "vocational education" generate the largest numbers of projects, it is the more specialised TVET terms that are most likely to fall outside the dedicated code. For example, 78 percent of projects flagged by the term "occupational training" and 67 percent of those using "dual training" are coded outside 11330. These patterns highlight the need for a consolidated TVET reporting category within the CRS, supported by clear sub-classifications.

   It is clear that TVET will remain a priority investment for many donors—particularly Germany, Canada, and the World Bank. To improve the impact of TVET projects, it will be most important to improve both the quality of training provision and linkages with employers (Dempster and Ricou, 2026). However, agreeing a common definition of TVET and improving donor reporting systems may enable donors to more easily benchmark their projects against others in similar contexts/sectors, thereby identifying "what works" in improving quality and employer linkages.

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Annex 1. Methodology

Firstly, we compiled raw data from the OECD Creditor Reporting System (CRS) for 2013–2022, covering all DAC donors, EU institutions, and the World Bank (where available). We focus on deflated USD disbursements (executed flows), which best reflect what was actually spent during the period. To avoid undercounting TVET that is reported outside the single "vocational training" code, we expanded the sector frame to 14 training-related purpose codes spanning core TVET and sector-specific education and training (listed under technical details below).

Secondly, within this sector frame we identified TVET projects and the subset of green TVET projects using keyword lists applied to project titles and descriptions. TVET is flagged where any TVET keyword appears. green TVET is flagged where any green-skills keyword appears within the set of identified TVET projects. To reduce false positives, we apply a conservative exclusion list focused on crisis/relief and awareness-type activities (see technical details below).

Unit of record and counting rules

- Each CRS line is a project-year record.
- Spending totals sum USD_Disbursement_Defl over all matching rows.
- We report both row counts and unique projects, de-duplicated by (DonorName, ProjectNumber) to avoid double counting multi-row (usually for administrative purposes) or multi-year projects.
- Project text for classification is the concatenation of ProjectTitle + ShortDescription + LongDescription (lower-cased) to avoid missing terms placed in different fields.

Purpose codes included

Core TVET-Related	Sector-Specific Education and Training
11230 Basic life skills for adults	14081 Water supply and sanitation education/training
11231 Basic life skills for youth	21081 Transport and storage education/training
11330 Vocational training	23181 Energy education/training
11430 Advanced technical and managerial training	24081 Banking and financial services education/training
	31181 Agricultural education/training
	31281 Forestry education/training
	31381 Fishery education/training
	32182 Technological research and development
	41081 Environmental education/training
	43081 Multisector education/training

TVET keyword list (substring, case-insensitive)

All TVET terms

- Tvet
- Apprenticeship
- Apprenticeships
- Dual training
- Dual education
- Occupational training
- Competency-based training
- Technical training
- Technical education
- Technical institute
- Technical school
- Technical college
- Vocational training
- Vocational education
- Hospitality training
- Work-based learning
- Artisan training

Green-skills keywords

- General: green skills, green jobs
- Solar/PV: solar, solar pv, photovoltaic, pv system, solar technician, solar installer, solar dryer, inverter, battery storage, charge controller
- Grids/hydro/wind/biogas: mini-grid, minigrid, microgrid, micro-grid, hydro, micro-hydro, minihydro, wind energy, wind power, wind turbine, wind farm, offshore wind, onshore wind, biogas, biogas digester
- Heat/HVAC/efficiency: heat pump, energy efficiency, energy conservation, energy auditor, energy auditing
- Vehicles/charging: electric vehicle, ev maintenance, charging station, charging infrastructure
- Construction/buildings: sustainable construction, green building
- Agriculture/water: sustainable agriculture, drip irrigation, irrigation pump
- Waste/materials: waste management, recycling, circular economy
- Forestry: sustainable forestry
- Broader energy framing (for recall): renewable energy, sustainable energy, clean energy

We retain the full set of green-skills keywords even where counts are zero because: (1) they reflect the International Labour Organization (ILO)-aligned scope of decarbonisation-relevant skills (ILO, 2022); (2) donors use heterogeneous wording and some technologies are rarely named in CRS text, risking false negatives; (3) inclusion protects comparability over time and across donors (future updates or other portfolios may contain these terms); and (4) it avoids post-hoc pruning that would bias the results.

Exclusion terms for green-skilled classification (hard drop if present)

- Humanitarian
- Emergency
- Disaster relief
- Disaster response
- Emergency response
- Emergency shelter
- Flood relief
- Cyclone
- Typhoon
- Sexual and reproductive health
- Domestic violence
- Literacy education
- Awareness campaign
- Public awareness
- Advocacy

Green skills category construction (for portfolio mix)

To make results interpretable, we grouped the green skills keywords into a small set of policy-relevant categories and scanned each de-duplicated project's title/short/long description (case-insensitive). Each keyword maps to exactly one category; projects may map to multiple categories. Counts are therefore multi-label over de-duplicated projects.

Core categories used in figures

- Energy efficiency and auditing
- Renewables (general)
- Solar photovoltaic
- Windpower
- Hydropower
- Sustainable agriculture and water
- Waste and circularity
- General green framing

Additional categories retained

- Geothermal
- Green building and construction
- Environmental management and monitoring
- Forestry and land use
- Nature-based and biodiversity
- Climate adaptation and resilience
- Electric mobility
- Eco-tourism

These categories had zero matches in the de-duplicated 2013–2022 data, so they do not appear in the figures. We keep these categories (and keywords) for completeness and comparability.

(This categorisation underpins the 100 percent stacked bar showing each donor's green skills portfolio mix.)

Annex 2. Overview of green TVET donor investments

Donor	Recipient	Project Title	Disbursement (USD Million)	Start Date	End Date	Link
Canada	Bangladesh	Promoting Gender Responsive Skills Training System—PROGRESS/Faire progresser l'égalité des genres dans le système de formation professionnelle—PROGRÈS	$7.10	17/03/2021	31/10/2027	https://w05.international.gc.ca/projectbrowser-banqueprojets/project-projet/details/p007357001
Canada	Benin	My training, My job, My future (3M)/Ma formation, Mon métier, Mon avenir (3M)	$0.57	25/03/2022	31/01/2029	https://w05.international.gc.ca/projectbrowser-banqueprojets/project-projet/details/p009164001
Canada	Burkina Faso	Sustainable Energy and Economic Growth in the Boucle du Mouhoun Region/Énergie et croissance économique durables dans la région de la Boucle du Mouhoun	$10.35	16/08/2017	30/11/2023	https://w05.international.gc.ca/projectbrowser-banqueprojets/project-projet/details/d003316001
Canada	Burkina Faso	Support to Rural Development Centres/Appui aux centres de promotion rurale	$0.24	02/11/2012	14/02/2014	https://w05.international.gc.ca/projectbrowser-banqueprojets/project-projet/details/s065650001
Canada	Burkina Faso	Sustainable Energy and Economic Growth in the Boucle du Mouhoun Region/Énergie et croissance économique durables dans la région de la Boucle du Mouhoun	$0.05	16/08/2017	30/07/2021	https://w05.international.gc.ca/projectbrowser-banqueprojets/project-projet/details/p001675002
Canada	Jordan	Improving Solid Waste Management and Income Creation in Host Communities/Améliorer la gestion des déchets solides et générer des revenus dans les collectivités d'accueil	$4.37	23/03/2015	30/06/2019	https://w05.international.gc.ca/projectbrowser-banqueprojets/project-projet/details/d001646001
Canada	North Of Sahara, Regional, South of Sahara, Regional	Workshop on mining and the environment in north and west Africa	$0.09			
Canada	Peru	Agricultural Training Program and Support of Youth Entrepreneurship in Peru/Programme de formation agricole et d'appui à l'entrepreneuriat jeunesse au Pérou	$7.05	16/09/2015	30/06/2021	https://w05.international.gc.ca/projectbrowser-banqueprojets/project-projet/details/d000959001

(Continued)

(Continued)

Donor	Recipient	Project Title	Disbursement (USD Million)	Start Date	End Date	Link
Germany	Côte D'Ivoire	Vocational training in the sector of renewable energies and energy efficiency (ProFERE)	$14.43	03/12/2018	31/12/2026	https://www.giz.de/en/worldwide/79018.html
Germany	Democratic Republic of The Congo	Support Position for Vocational Training With Emphasis Sustainable Building, Renewable Energy	$0.39	01/01/2014	30/12/2016	https://www.transparenzportal.bund.de/en/research/DE-1-201474436?id=201474436
Germany	Democratic Republic of The Congo	Vocational training for the building sector and renewable energy	$0.07	01/01/2012	30/12/2013	https://www.transparenzportal.bund.de/en/research/DE-1-201175561?id=201175561
Germany	Democratic Republic of The Congo	Establishing training courses for solar technicians at the Saint Joseph vocational training school, Mont Ngafula Kinshasa, DR Congo	$0.07	01/10/2016	30/09/2018	https://www.transparenzportal.bund.de/en/research/DE-1-201632967?id=201632967
Germany	Egypt	Promotion of Technical and Vocational Training and Education	$1.05	11/06/2020	30/10/2026	https://www.transparenzportal.bund.de/en/research/DE-1-201468552?id=201468552
Germany	El Salvador	Poverty alleviation through vocational training in the area of renewable energy	$0.75	01/08/2015	30/04/2019	https://d-eh.de/details.php?id=DE-1-201516921
Germany	Ethiopia	Vocational Qualification & Employment Perspectives for Youth and Women in the Solar Energy Sector in 4 regions of Ethiopia-Green Energy TVET Phase II	$0.46	01/10/2022	30/04/2026	https://www.transparenzportal.bund.de/en/research/DE-1-202206001-6855?id=202206001-6855
Germany	Ghana	Establishment of a competence network solar technology and vocational training Ghana	$0.28			
Germany	Ghana	PartnerAfrica Project between the Environmental Center Saar-Lor-Lux and Ghana TVET Service	$0.14	01/12/2022	31/12/2025	https://www.transparenzportal.bund.de/en/research/DE-1-202202133?id=202202133
Germany	Iraq	Building sustainable livelihoods for Syrian refugees, internally displaced persons, vulnerable members of the host society and returnees	$4.04	14/08/2017	31/12/2019	https://www.transparenzportal.bund.de/en/research/DE-1-201718212?id=201718212&country=IQ

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Donor	Recipient	Project Title	Disbursement (USD Million)	Start Date	End Date	Link
Germany	Kazakhstan	Exchanges with Other Countries in the Field of Vocational Education and Training and Scholarships	$1.80	2017	2021	https://gekavoc.de/wp-content/uploads/2018/03/Flyer_GeKaVOC_2018.pdf
Germany	Kenya	Equipment for improved Solar Vocational Training, Kenya	$0.00	27/04/2016	30/09/2016	https://www.transparenzportal.bund.de/en/research/DE-1-201606003-1365?id=201606003&country=KE
Germany	Morocco	DKTI (German Climate and Technology Initiative)-Moroccan Solar Plan	$8.95	08/10/2012	31/12/2018	https://projectdata.giz.de/projektdaten/region/3/countries/MA(show:project/201290394)
Germany	Morocco	DKTI (German Climate and Technology Initiative)-Moroccan Solar Plan	$5.99	08/10/2012	31/12/2018	https://projectdata.giz.de/projektdaten/region/3/countries/MA(show:project/201290394)
Germany	Nicaragua	New auditorium in rural educational center	$0.02			
Germany	Nigeria	Exchanges with Other Countries in the Field of Vocational Education and Training and Scholarships	$0.46	01/02/2019	31/01/2022	https://www.govet.international/dienst/govet/projectdetail/474
Germany	Nigeria	Solar Works (Nigeria)	$0.06			
Germany	North of Sahara, Regional	Innovative alliances in vocational education	$0.30	01/03/2013	31/07/2015	https://www.transparenzportal.bund.de/en/research/DE-1-201395946?id=201395946
Germany	South Africa	Vocational training and renewable energy, South Africa	$0.00	01/05/2012	30/04/2013	https://www.transparenzportal.bund.de/en/research/DE-1-201206051?id=201206051
Germany	Togo	Vocational Training Partnership between Saar-Lor-Lux Umweltzentrum (UWZ) and Union des Chambres Régionales de Métiers du Togo (UCRM)	$0.86	01/11/2023	31/10/2026	https://www.govet.international/dienst/govet/projectdetail/1644
Germany	Togo	Vocational training for solar energy and flagship project net-metering, Togo	$0.08	01/12/2019	28/02/2022	https://www.transparenzportal.bund.de/en/research/DE-1-201906015-4194?id=201906015-4194

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Donor	Recipient	Project Title	Disbursement (USD Million)	Start Date	End Date	Link
Germany	Tunisia	Vocational Training Partnership between Saar-Lor-Lux Umweltzentrum Handwerkskammer Saarland and Agence Tunisienne de la Formation Professionelle	$2.36	01/01/2014	15/02/2015	https://www.sequa.de/en/media-library/tunisia-employment-pact/
Germany	Uganda	Establishment of a Solar Technology Laboratory at Kitamba Technical Institute in Kitamba, Uganda	$0.01			
Germany	Viet Nam	Promotion of Inclusion and Climate Change Mitigation, Operation solar energy installations, vocational training, creation of employ, Danang,Vietnam	$0.43	01/10/2022	30/04/2026	https://www.transparenzportal.bund.de/en/research/DE-1-202206001-6855?id=202206001-6855
Germany	Viet Nam	Development of green skills in vocational training in Viet Nam	$0.03	01/03/2016	01/03/2018	https://bund-laender-programm.de/en/projects/green-vocational-training-initiative-hesse-viet-nam
Germany	Zambia	THRIVE—Thriving through Innovative Vocational Education in the Water and Energy Sectors	$0.20	03/02/2022	31/08/2025	https://projectdata.giz.de/projektdaten/region/-1/countries/(show:project/202123024)
United States	Colombia	Linking vulnerable young farmers to processes of relevant higher formal education in the Colombian Massif, center and South Cauca-Colombia	$0.23	N/A	05/06/2023	
United States	El Salvador	Fortalecimiento de la Organización, Gestión Comunitaria y Dinamización de la Economía Familiar de 15 Comunidades Rurales de Santiago Nonualco	$0.16	N/A	03/12/2024	
United States	El Salvador	Fortalecimiento de la Organización, Gestión Comunitaria y Dinamización de la Economía Familiar de 15 Comunidades Rurales de Santiago Nonualco	$0.02			

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Donor	Recipient	Project Title	Disbursement (USD Million)	Start Date	End Date	Link
United States	Far East Asia, Regional, Indonesia, Papua New Guinea, Thailand, Cambodia	USDOI Mission Support Participating Agency Partnership Agreement (DMS PAPA)—Program Design and Learning	$11.23	15/08/2013	14/08/2018	https://www.doi.gov/sites/default/files/uploads/doi-itap_api_factsheet_-_october_2018.pdf
United States	Haiti	Establishment of a metalworking cooperative	$0.12	18/08/2011	03/02/2016	https://www.eedm.fr/articles.php?lng=fr&pg=164&mnuid=206&tconfig=0
United States	Nicaragua	Learning by Doing: Providing Secondary and Technical Education to Rural Youth in RACCS	$0.19	N/A	18/09/2023	https://fabretto.org/sat/
United States	Philippines	Climate Change and Clean Energy (CEnergy) Project—Clean Productive Environment	$1.73	29/09/2003	30/10/2015	
United States	South Africa	Technical Assistance—U.S.-Africa Clean Energy Finance Fuel Cell Applications for Telecommunications Towers, through Oorja Protonics, Inc.	$0.11	N/A	N/A	
United States	World	Vocational Training and Education for Clean energy (VoTec)—Clean Productive Environment	$2.56	28/04/2011	26/04/2016	